

To Coach Or Not To Coach.....



Participant Guide

West Virginia Department of Transportation

To Coach Or Not To Coach...



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To Coach Or Not To Coach...

Coaches play a very important role in the success of a sports team. They develop and motivate players. They work hard to bring out the best in each player and to unify their players into a winning team. Coaching in the workplace has basically the same purpose and involves similar techniques.

“To Coach or Not To Coach...” addresses effective techniques you can use every day to coach your employees to higher levels of performance, which means greater success for you, your employees, and your work area.

By the time the session is over, you should be able to recognize the benefits of coaching; identify the role of the coach; understand the techniques involved in successful coaching; and use coaching effectively to improve employee performance and help employees GROW and develop.

Agenda

- **Introduction / Concrete Minds**
 - **Effective Coaching**
 - **The Coaching Process**
 - **The GROW Model**
 - **Setting Goals**
 - **Reality Check**
 - **Questioning Techniques**
 - **Options / Overcoming Obstacles**
 - **Criticism / Feedback**
 - **Guidelines for Delivering Feedback**
 - **Wrap It up With a Plan**
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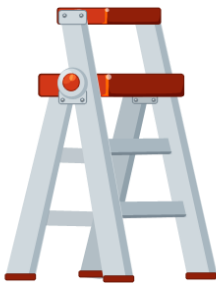
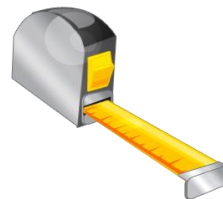
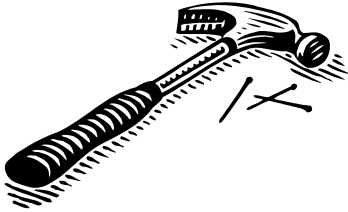
To Coach Or...

The following are definitions for the following terms: **coaching, teaching, mentoring, counseling, training, consulting, or managing**. Read the statements and fill in the blanks with the applicable terms.

1. _____ Involves a wholesale transfer of new skills, e.g., change in procedures, new software applications, new job function. Mostly generic and not tailored to individual needs. Not always conducive to the “live” learning environment to ensure effective transfer of skills. Best suited to transfer knowledge and certain skills rather than the development of personal qualities or competencies.
2. _____ A paternalistic approach to making things happen. Direct and control others as the way to get things done. Accepted as having the necessary knowledge, information, and decision-making rights. Employees exist only to carry out the orders and are not expected to think, to find solutions, or to improve how the group tries to attain a goal.
3. _____ Ongoing relationship that can last for an extended period of time between a “senior”, more qualified member of the team and a less experienced member and takes a broader view of the person. Gatherings are informal and often utilized for advice, guidance, and support with the focus being on career and personal development. Often utilized when an individual exceeds expectations in performance.
4. _____ A short-term intervention, but can last for longer periods of time due to the breadth of the issues to be addressed and the goal is to help employees understand the root causes of long-standing performance problems/issues at work. Confronting and correcting employees whose performance is below standard.
5. _____ Focuses on the presenter and is often applied effectively at conferences, school classrooms, churches, etc. Great way to introduce people to new ideas, concepts, and vocabulary. Effective in prompting people to seek more information later. The new ideas/concepts must be followed through into the “live” work environment to ensure fundamental understanding.
6. _____ Advise clients on how to solve a problem and are focused on the results and not on the individual. Hired to produce a certain outcome which means he/she is a third party representative. Metaphorically, they give you a fish and feed you a meal.

_____ Short-term (sometimes time-bound) and focuses on specific development areas/issues for employees performing at standard and is utilized to assist the employee to perform higher. Meetings are on a regular basis and provide plenty of opportunities for feedback to the employee.

Without A Goal



Goal
None
Questions
<ul style="list-style-type: none">• What are you building?• How long will it take?• Where will it be located?• How will you know you succeeded?

Pre-Coaching Handout

Employee's Name			
Today's Date	DATE	TIME	
What goals are you working on right now?			
Where are you in relation to your goals?			
What do you think is keeping you from reaching this goal?			
How will you know you reached that goal?			
Next Meeting Date and Time	DATE	TIME	
Notes			

Getting A Picture

Employee's Name			
Today's Date & Time	DATE	TIME	
What is happening now?			
What should be happening?			
How often is it happening?			
When does it happen?			
What is the affect?			
Next Meeting Date and Time	DATE	TIME	
Notes			

IRA Worksheet

Scenario One	
Your employee seems to be distracted at work. You see her always on the phone on break and alone and deep in thought during lunch. Her performance is beginning to suffer.	
Identify	
Root Out	
Antidote	
Scenario Two	
This employee comes into work with a bored look upon his face. He lacks enthusiasm with his work, but when you talk to him, he says everything is okay. His performance has always been on the borderline.	
Identify	
Root Out	
Antidote	

Obstacles Activity

Place an E for employee or an M for manager:

Do not have enough time to coach properly

Lack of confidence reaching the goal

Fear of failure in coaching

Fear of confrontation

Fear of losing their job

Lack of confidence in coaching

Home/life issues are blocking progress

Feels awkward

Poor relationship with the coach

Denial there is anything wrong

3T Activity

Employee's Name			
Today's Date & Time	DATE	TIME	
SMART Goal			
3 Timeframes			
Tomorrow			
Two Weeks from today			
Thirty Days from today			
Next Meeting Date and Time	DATE	TIME	
Notes			

Constructive Criticism

Employee's Name			
Today's Date & Time	DATE	TIME	
Determine One Constructive Criticism to be Delivered			
Be Timely			
When did it happen?	When do you plan to tell employee?		
List Observable Behaviors (avoid general descriptions)			
Plan to Change Behavior			
What is changing?	How is it going to change?	When is going to change?	Expectations going forward
Notes			

Is This Good Feedback?

Read the feedback examples below and evaluate them using the criteria referenced in “Effective Feedback.” Check the box for your evaluation. If the example does not deserve a good rating, explain why on the line provided.

1. “Your presentation in the meeting today was pretty dry and boring. Maybe a little humor would help.”

☐ Good

☐ Fair

☐ Poor

2. “You finished the project ahead of schedule and under budget. Excellent work.”

☐ Good

☐ Fair

☐ Poor

3. “John, I am concerned about the number of times you have arrived after starting time. Today was the third time during the past two weeks.”

☐ Good

☐ Fair

☐ Poor

4. “Alex, several people have complained to me about your attitude lately. You probably need to work on that.”

☐ Good

☐ Fair

☐ Poor

5. “Well, your work has been above average so I am going to give you a good rating this time.”

☐ Good

☐ Fair

☐ Poor

Now think of some feedback you recently gave to an employee that **did not** fit the criteria for “good” feedback and write it on the back of this handout. Below that, write why you think it **did not** fit the criteria.

Wrapping It Up

Employee's Name		Position	
How long in this position		Current Manager	
Coaching Profile			
Achievements			
Positive Traits			
Areas of further development			
Goals this employee is seeking			
Overall Assessment			
Recommendations			
Next Steps			
Manager's Signature		Today's Date	